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ABSTRACT

This is the annual report on the grant covering the training of one remaining graduate student during the final calendar year (1972-73) of the 3-year educational research training program at the University of Florida. Only he received support under the grant during the year. The program was designed to help students acquire: (1) a deep appreciation of the need for high quality in all areas of investigation; (2) a clear understanding of the relationship between general methodology and particular substantive areas; (3) a knowledge and understanding of the general issues and trends in educational research and of particular substantive areas of education, and (4) an understanding of the structure and process of individual and team research. The core program provided instruction in fundamental principles of research, skill-developing experiences, orientation in specialized areas of educational research, and an opportunity to engage in individual or cooperative research activities. Additional work in the last 2 years provides knowledge of multidisciplinary adjuncts to educational research, further specialized knowledge about research in a substantive field, and completion of a dissertation based upon quantitative research. This document presents a list of the trainees, the director's appraisal of the program, and the financial summary. (Author/PG)

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FINAL REPORT

Grant No. OEG-0-72-4711

GRADUATE RESEARCH TRAINING STIPENDS
(Seventh and Final Year of Program)

September 1973

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AND APPROVED

Chief, Research Training Branch

GRADUATE RESEARCH TRAINING STIPENDS
(Seventh and Final Year of Program)
Grant No. OEG-0-72-4711

Wilson H. Guertin

September 1973

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University of Florida
Gainesville, Florida

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INTRODUCTION

This is the annual report on the grant covering the training of one remaining graduate student during the final calendar year (1972-1973) of the three-year educational research training program at the University of Florida. Only he received support under the grant during the year. The conditions of the grant prevented us from making new appointments.

The graduate training program has been supported by stipends for seven years. This is a fully sufficient time to complete the doctoral degree. The products of the training and the benefits from the stipend expenditures will be examined in the Trainee Data section that follows.

Stipend support in this last program year has made it possible for our remaining trainee to enroll full-time and to be in the research training program. If the support had not been available, he would not have been enrolled at the University of Florida or elsewhere in the fall of 1972.

The strengths at our University and the potentials for developing a major research training program were described in the initial proposal and were presumably an important basis for making the first grant to cover the 1966-1967 academic year. The heavy concentration of students in the program made operational demands upon the facilities of the College of Education that resulted in a fuller actualization of our training ideals and a consolidation of the essential position of educational research training in the graduate program.

The program was designed to help students acquire: a) a deep appreciation of the need for high quality in all areas of investigation, b) a clear understanding of the relationship between general methodology and particular substantive areas, c) a knowledge and understanding of the general issues and trends in educational research and of particular substantive areas of education, and d) an understanding of the structure and process of individual and team research.

The core program provided instruction in fundamental principles of research, skill-developing experiences, orientation in specialized areas of educational research, and an opportunity to engage in individual or cooperative research activities. Additional work in the last two years provides knowledge of multidisciplinary adjuncts to educational research, further specialized knowledge about research in a substantive field, and completion of a dissertation based upon quantitative research.

TRAINEE DATA

Name	Period of Support From	To	Field of Study	Degree and Year Acquired or Expected	Current Employment
			COMPLETED DEGREE		
Barlow, Gene A.	9/1/69	8/31/71	Educational Administration	Ed.D. 1971	Director of Research Collier Co. Schools (Fla.)
Boddy, Edward	9/1/66	7/14/68	Education - Psychology & Counseling	Ed.D. 1972	Asst. Professor, University of South Florida
Brown, Robert Keith	9/16/68	8/12/69	Special Education	Ph.D. 1973	Research Project Director, Indiana University
Chang, Martha J.	4/1/70	6/15/70	Educational Research	Ph.D. 1971	Accompanied husband on educational mission to Japan for a year. (Employed full-time in an educational research project at University of Florida before departure.))
Freijo, Thomas D.	9/1/66	9/15/68	Education-Social Foundations	Ph.D. 1972	Assistant Professor, Univ. of South Florida
Hanneman, James H.	10/16/68	9/15/70	Science Education	Ed.D. 1971	Director, Science Research Mankato (Minn.) Community Col.
Honeycutt (Freijo), Joan M.K.	9/1/66 4/1/69	12/31/67 8/31/70	Education-Psychology	Ed.D. 1971	Associate Professor Ohio State University
Jaffe, Harris D.	9/16/68	6/30/70	Educational Psychology	Ph.D. 1972	Engaged in world travel
Jacobs, John F.	7/1/67 6/16/68 4/1/69	12/31/67 8/31/68 8/31/69	Special Education	Ed.D. 1969	Faculty of Kent State University
Jones, John A.	1/1/68	6/15/69	Science Education	Ed.D. 1973	Joined faculty of a Liberal Arts College

TRAINEE DATA

Name	Period of Support From	To	Field of Study	Degree and Year Acquired or Expected	Current Employment
Kallstrom, Dale W.	9/1/66	8/31/69	Education Psychology	Ed.D. 1970	Associate Professor, University of Miami
Kuenz, Marjorie A.	9/1/69 6/15/72	1/7/72 8/31/72	Educational Research	Ph.D. 1972	Research Associate College of Dentistry University of Florida
Land, Arthur J.	9/1/66	8/31/68	Educational Administration	Ed.D. 1968	Dean of Student Affairs V. Western Com. College
Maurelli, John A.	9/1/66	8/31/68	Educational Psychology	Ed.D. 1971	Assistant Professor Georgia State University
Neel, John H.	9/1/66	10/1/67	Educational Research	Ph.D. 1970	Assistant Professor Georgia State University
Pierce, D. Marnell L.	9/16/68	3/15/69	Educational Counseling	Ed.D. 1971	Faculty of Southern Illinois University
Riblet, Donald C.	9/16/68	8/31/71	Science Education	Ed.D. 1971	Faculty of Manatee Community College
Schafer, Michael I.	9/1/66	12/31/68	Educational Administration	Ed.D. 1969	Academic Dean, Ypsilanti Community College
Schmidt, Russell H.	9/1/66	8/31/68	Science Education	Ed.D. 1968	Science Program Director No. Minnesota Consortium of Community Colleges
Smith, Janice M. P.	6/16/70	8/31/71	Educational Research	Ed.D. 1972	Director of Research, Lab School, Florida State Univ.
Stebbins, Linda B.	1/1/68	6/15/69	Educational Psychology and Counseling	Ph.D. 1973	Research Associate ETS
Stringfellow, Hart	6/16/70	8/31/74	Educational Sociology	Ph.D. 1974	Research Associate in College of Dentistry, U.of F.

TRAINEE DATA

Name	Period of Support From	To	Field of Study	Degree and Year Acquired or Expected	Current Employment
Supley, Michael L.	6/15/68	8/31/71	Educational Administration	Ph.D. 1973	Director of Research in a County School System
Tocco, Thomas S.	9/1/66	8/31/68	Educational Research	Ed.D. 1970	Associate Professor University of So. Florida
			PROBABLY WILL COMPLETE DEGREE		
Baltzell, D. Catherine	1/1/70	6/15/70	Educational Research	Ph.D. 1974	Research Associate, Duval County Schools, Florida
Blekking, Earl H.	9/1/66	6/15/69	Education: Technical Vocational		Research Assistant, College of Health Related Services, Univ. of Florida
Dean, David B.	6/16/69	8/31/71	Math Education	Ph.D. 1974-5	Instructor in Mathematics Santa Fe Community College
Overman, Mary Anne (Cramer)	4/1/70	1/7/72	Educational Research	Ed.D. 1974-5	Computer Systems Programmer Northwestern University
Pringle, G. Hale	9/1/66	6/14/68	Educational Research Administration	Ph.D. 1975	Director of Research, Orange County Schools (Fla.)
Soderstrum, John C.	9/16/68	8/31/69	Educational Research		Administrative Assistant to Registrar (Data Processing) University of Florida
Seay, Francis M.	6/15/68	3/31/70	Educational Research	Ph.D. 1974	Full-time student after 2 years in County School Research
Sledjeski, Stephen S.	1/1/69	12/31/69	Educational Psychology	Ph.D. 1974	Research Assistant, Institute for Development of Human Resources, Univ. of Florida
Tallman, (Tanya) Tay	4/1/70	8/31/72	Educational Counseling	1975	Instructing part-time, adult math education in county.

TRAINEE DATA

Name	Period of Support From	To	Field of Study	Degree and Year Acquired or Expected	Current Employment
Teats, George L.	9/1/66	6/14/68	Educational Psychology & Counseling	1974-5	Instructor, Santa Fe Community College
			PROBABLY WILL NOT COMPLETE		
Avery, Wesley L.	6/16/69	11/30/70	Science Education		Deceased while in program
Blay, Michael S.	6/16/69	9/15/70	Business Education		Teaching in High School
Baker, Kenneth E.	6/15/69	3/31/70	Math. Education		In business
Ford, Cherry D.	7/1/67	10/1/67	Education-Secondary Math		Instructor in Mathematics, Santa Fe Community College
Hedgepeth, Royster C.	1/1/68	12/31/68	Counseling in Education		Drafted into armed services from the program and have not heard from him since.
Holt, Esther	1/1/67	8/31/67	Education-Foundations		Deceased before getting degree
Huitt, William G.	9/1/69	8/31/71	Business Education		In Peace Corps abroad
Nodell, Mitchell S.	9/1/69	12/31/69	Educational Counseling		Left program because of health problems. Whereabouts unknown.
Piedra, Carlos M.	10/1/67	12/31/67	Math Education		Instructor in Mathematics Santa Fe Community College
Richardson, Robert O.	9/1/66	7/31/68	Education-English Curriculum		Educator in a Commune
Smith, Ronald B.	1/1/69	3/1/69	Math Education		Left Education for Mathematics
Sanchez, Margarita	9/16/68	3/31/69	Math Education		Instructor in Mathematics Miami-Dade Community College

TRAINEE DATA

Name	Period of Support From	To	Field of Study	Degree and Year Acquired or Expected	Current Employment
Vickers, Henrianne	9/1/66	12/31/66	Math Education		Left program in first year to get married. Not heard from since.

SEVEN-YEAR PRODUCT/SUPPORT ANALYSIS

During our first year we were encouraged to move people in and out of our program to capitalize upon paid experience opportunities and spread out our support funds. Although subsequent messages from OE suggested that they would like to demonstrate stability of program, we persisted in our early pattern of shifting support around. Now it is time to look at the results of this policy in terms of unit cost.

Since our program was one providing three year support for obtaining the doctorate, we could expect to turn out, at best, one degree for each 36 months of support. Of the 47 trainees supported, 22 completed the program (completed the required research courses and have obtained the doctorate in education). We provided a total of 866 months of stipend support for these 47 people. The months of support per completion would be 866/22 = 39.4 months per doctorate. This 39.4 is only 3.4 months support more than the minimum of 36 that could be expected.

Actually, of the 47 trainees supported, 12 are still aiming at getting their doctorates and thereby completing the last requirement of our program. It seems likely that at least half, or 6 of them, will eventually finish and probably more will complete. If we take the 22 who completed and add a conservative 6 more, there will be 28 completing. The 866 months divided by 28 gives only 30.9 months of support per doctorate--a value lower than the minimum planned support of 36 months. We conclude from the unit cost analysis that the shifting of support was very efficient.

PROGRAM EVALUATION

1. Director's Appraisal

   a. Objectives

   The objective of the program to train three-year doctoral students in quantitative research methods was realistic and was successfully pursued. However, we found that job opportunities in public school research were very limited. Our students, trained in scientific approaches to decision making were not matched to the pragmatics of grant getting and grant operation. Nor were we ready to teach them to disregard the sound scientific bases for decision-making. Some few went into public school system research, but few are happy there. We are still at a loss as to what should be done but believe that our content and objectives were appropriate. We hope our students will help change public school administration in the direction of utilizing, and even requesting, empirical bases for decision-making about their systems.

   b. Content

   Our program utilized rather conventional content for giving the trainees the tools they would need. We feel that we wisely emphasized data analysis with modern data processing methods. We never regretted making Fortran programmers of them all since these skills are so thinly dispersed among those doing educational research. With full College support and sufficient funds we would favor a four-year program for obtaining doctorates in educational research. We would start off with a heavy load of practicum and have pupils learn skills to meet their felt needs in solving practicum tasks. In this way statistics and computer data analysis would be meaningful when first encountered. However, we hasten to add that we doubt that we could recruit students for a four-year program without heavy Federal subsidy. Teaching costs in the practicum become prohibitive when only small amounts of Federal support are supplied to the university.

   c. Staff

   The quality of instructional staff was excellent during the grant period. Our best teaching resources were utilized for the program. The three part-time assistants we employed from among our students all turned out to be outstanding men who in turn enjoyed a particularly valuable training opportunity. We would have liked to have brought in more consultants but our trainees seemed to have enough to pickup locally.

d. Trainee Selection and Characteristics

From the very beginning our trainees selection criteria were so high that we developed a cadre of the elite. Our program was viewed by those inside as well as out as being difficult and distinctive. Those who moved through it were viewed in awe by our more verbally oriented students in education. We found the 15 allocated slots to be about right but as we were prevented from filling openings, the classes became small. We regretted not being able to provide more ethnic diversity. The only black we found that had high enough GRE scores to make it likely that he would be successful in the program died while he was a trainee. Two other trainees, born in Cuba, stayed in the program for less than a year and returned to the field of mathematics. Most of our trainees came to us from within 400 miles. We never felt this presented any problems although we could have benefitted from trainees from northern cities.

e. Value of Federal Expenditures

During the past seven years few local funds have been available for expanding programs. In a college of education with an unbalanced commitment to "humanism" it is unlikely that the local funds could be tapped for expanding empiricism. What we have gained in research training is wholly attributable to Federal support. The college has supported our program but has never come up with moneys to promote the empirical areas. Even those students who were not in the grant program were tied to it by training needs and for mutual support. Skills of our trainees were essential in the staffing of other Federal projects in our College.

2. Major Strengths, Especially Those Exportable

Since we did not revise our philosophy or content radically but merely expanded our program, we never created any new model. The four elements that contributed to the outstanding character of our program were:

Selection of high ability students
Outstanding instructional staff
Emphasis on data processing
Outstanding College faculty

3. Major Weaknesses and Constraints

Our chief problem was mentioned above, teaching scientific bases for decision-making to trainees supposed to work in public schools. We got along well with our College but never felt we could get as much support as we deserved because available resources were diverted to more "humanistic" programs. We did not have the College resources or Federal money to provide adequate planning and supervision for practicum experience. The Project Director set forth his views on the need for better public school practicum facilities in a journal article (reprint attached).

4. Overall Evaluation by Director, Trainees, Employers

As mentioned above, the College, as well as the trainees, regarded the program as substantial and difficult. Those with training in the program automatically attained the credentials for employment in local Federally-funded project. We had a difficult time holding trainees in their supported status. We expect that at least 10 percent of the total supported, or 20 percent of those who completed, will be among the top 50 in the country in another 10 years. Such a contribution has unending ramifications for the profession. Were we to build a new program with the limited support we had, we would do it again pretty much the same. Our students seldom encountered difficulty in finding jobs.

5. Present Program and Plans

One of our two most important role models and teaching supports, Dr. Charles Bridges, just died of a heart attack. The difficulty in finding a replacement with adequate background, plus a low graduate student enrollment, makes us pessimistic about our near future. Our enrollment has dropped off as funding for Federally-funded projects has diminished. We now have only 4 full-time students in educational research, three of these will leave within a year. This means that advanced research seminars will not have sufficient enrollment so they can be offered. We are not very optimistic because there is little encouragement for education students to enter rigorous research training. Our strategy will be to hold together what strengths we can so we can respond to the inevitable remobilization call that must eventually come. We have insufficient strength to preserve all we have gained in the past seven years of support, but will hold on to as much of it as we can.

FINANCIAL SUMMARY

1972-1973 (Seventh Year)

	Budgeted	Expended
a. Trainee Support		
(1) Stipend	$2,796.00	$2,796.00
(2) Dependency Allowance	1,800.00	1,800.00
b. Institutional Support	2,500.00	2,500.00
TOTAL	$7,096.00	$7,096.00

ROSTER OF TRAINEES

9/1/72 to 8/31/73

NAME	PERIOD	STIPEND	DEPENDENCY ALLOWANCE	TOTAL
Hart Stringfellow, Jr.	9/1/72 to 8/31/73	$2,796.00	$1,800.00	$4,596.00